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ABSTRACT

One of the twelve exemplary programs summarized in the Introduction to Right to Read's "Effective Reading Programs: Summaries of 222 Selected Programs" (CS001934), this program aims to improve reading achievement through an intensive effort to educate teachers in the essential theories and methods of teaching developmental reading. Operating in a cross-section of Chicago city schools, the program trains one teacher for each participating school to serve as a reading resource teacher. After receiving 60 hours of training, this resource teacher provides 30 hours on in-depth staff development activities to all teachers at each school. A program newsletter describing developments in the improved teaching of reading at participating schools is disseminated to all Chicago public schools. (JR/AIR)

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PROGRAM AREA: Reading/Teacher Training

PROJECT TITLE: Intensive Reading Improvement Program (IRIP)--A Staff Development Project

LOCATION: Chicago, Illinois

SOURCES AND LEVEL OF FUNDING: Local: Chicago Board of Education \$600,000 (first year of operation)

PROGRAM START DATE: 1970

BRIEF DESCRIPTION OF PROJECT:

Goals and objectives. The program aims to improve reading achievement through an intensive program of staff development. More specifically, the program aims to motivate and educate teachers in the essential theories and methods of teaching developmental reading effectively. The program also seeks to involve parents and community in supportive efforts contributing to the program's effectiveness.

Context. The program operates in 138 city elementary schools in Chicago's public school system. These schools were selected by area, district, and school administrators in three successive phases. The participating schools represent a cross-section of city schools. The average family income of students in the program is between \$6,000 and \$15,000 a year. The racial composition of the program schools is at least 20% black with some all-black inner-city schools.

Program description.

Grade levels, years of operation, size--The program has been operating since September, 1970. At that time, it was initiated in 27 schools, grades K-8. Additional schools were added in the fall of 1971, and in 1972. The total number of participating schools in September 1973 was 138, representing more than 100,000 students, and over 3,000 teachers, grades K-8. The program will be expanded to another 54 schools during the next school year.

Staffing--The program is staffed by regular school personnel. One teacher from each participating school, or one per 35 teachers at a school, is released to serve as a Reading Resource Teacher. Regular district consultants develop and implement inservice programs to train the resource teachers, who in turn, train classroom teachers. In addition, two Reading Resource Teachers were selected to assist each of the three language arts consultants to facilitate implementation of the program through the curriculum services office in each of the three geographical areas into which the school system is divided.

Preservice/inservice training, curricula, time involved--Major features of the program are as follows:

- 60 hours of inservice training of Reading Resource Teachers with materials especially designed by the Chicago Public Schools, Department of Curriculum

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- 30 hours of inservice training provided by the Reading Resource Teachers for all classroom teachers at participating schools
- Ongoing inservice training for Reading Resource Teachers
- Program newsletter and videotape library

Reading Resource Teachers are given 60 hours of preservice training by central area office consultants and successful reading teachers from local schools. Training is based on sixteen specially prepared units of materials focused on basic skills needed for the effective teaching of reading. Upon completion of this preservice training, Reading Resource Teachers conduct 30 hours of on-site, in-depth staff development activities for the teachers in their schools. (Participating teachers are paid additional salary for the extended inservice program.) During the school year, regularly scheduled inservice training sessions are provided for all Reading Resource Teachers at the central and area offices to increase their knowledge and leadership capability in the schools.

The 16 training units include the following topics, in order of importance as judged by resource teachers: 1) phonics, 2) the directed reading lesson, 3) grouping for instruction, 4) development of reading comprehension, 5) structural analysis, 6) vocabulary development, 7) reading skills in content areas, 8) development of sight vocabulary, 9) critical reading, 10) interpretive skills, 11) interpretation of test data, 12) literature program in the elementary school, 13) study skills, 14) self-assessment, 15) program for continuous progress, and 16) development of oral reading skills. Skills acquired or strengthened in the program are practiced by teachers in conjunction with the existing language arts curriculum.

A program newsletter, describing developments in the improved teaching of reading among participating schools, is disseminated to all Chicago public schools and serves to establish a communication link between the schools. In addition, schools have been encouraged to produce videotapes of teachers demonstrating effective teaching techniques. A library of these videotapes has been produced, and tapes are made available to schools through closed circuit TV or videotape recorders.

Materials--The program uses locally developed teacher training materials prepared by the school system's Division of Language Arts. These include a training manual, 16 inservice training units (see Curricula for content), and the Teacher's Reader--A Resource Book in the Teaching of Reading for all Elementary and Secondary School Teachers. Four new inservice training units will be added to the program this year; they cover the following special topics: 1) non-standard English, 2) non-English speaker, 3) use of A-V equipment, and 4) home-school partnership.

Facilities--Other than central office facilities normally used for preservice and inservice training, only regular school classrooms are used. No special facilities are required.

Parental involvement--All participating schools have conducted Open House activities to share with the community, and with teachers in neighboring schools whose teaching strategies which prove effective. Many schools have also initiated projects involving groups of parents who serve as volunteer tutors in the school's reading program.

Cost. During its first year of operation (1970), the program was allotted \$600,000 by the Board of Education. With each year's expansion of the program, the budget has increased but is still comprised of all local funds. Because this is a staff development program, no costs for student instructional materials are involved.

Inferring from program size and cost data supplied by the program for 1970, per student cost was approximately \$20. Computation is based on 27 Reading Resource Teachers who serve an estimated 945 classroom teachers, who in turn serve an estimated 28,350 students.

EVIDENCE OF EFFECTIVENESS: (See attached section.)

EVIDENCE OF EFFECTIVENESS:

Evaluation conducted by. James Cox, Ph.D., California Test Bureau, Monterey, California.

Sample size and method. A total of 46,798 students, grades K-8, from the 54 schools participating in the first two years of the program were tested. Matched scores (i.e., pretest scores matched with posttest scores) were available for 32,338 students, or 76.35% of the population. Grade equivalent scores were used to determine grade equivalent gains over the seven month duration between tests.

Comparison methods. Gains from pretest to posttest were compared with expected month-for-month reading achievement gains for a seven-month period (i.e., 7.00 month gain).

Measures The following achievement measures were used:

Grade	Time	Test
K	Pre	Stanford Early School Achievement Test, Level I
	Post	Stanford Early School Achievement Test, Level II
1	Pre	Metropolitan Readiness
	Post	Metropolitan Achievement Tests, Primary I, Form F
2	Pre	Metropolitan Achievement Tests, Primary I, Form F
	Post	Metropolitan Achievement Tests, Primary II, Form G
3	Pre	Metropolitan Achievement Tests, Primary II, Form G
	Post	Metropolitan Achievement Tests, Elementary, Form G
4	Pre	Metropolitan Achievement Tests, Elementary Reading Tests, Form F
	Post	Metropolitan Achievement Tests, Elementary Reading Tests, Form G
5 & 6	Pre	Metropolitan Achievement Tests, Intermediate Reading Tests, Form F
	Post	Metropolitan Achievement Tests, Intermediate Reading Tests, Form G
7 & 8	Pre	Metropolitan Achievement Tests, Advanced Reading Tests, Form F
	Post	Metropolitan Achievement Tests, Advanced Reading Tests, Form G

Data collection. The pretest was administered in October 1971, the second year of the program. The posttest was administered in May 1972.

Data analysis. Raw scores were converted to grade equivalent scores. Mean grade equivalent gains by grade level and by individual schools were reported. The 54 participating schools overall N's, standard deviations and computed gain scores of means for grades 2-8 are presented below:

<u>Grade</u>	<u>N</u>	<u>Standard</u> <u>Pretest</u>	<u>Deviations</u> <u>Posttest</u>	<u>Grade Equivalent</u> <u>Gain in Months</u>	<u>Months Over</u> <u>Expected Gain of</u> <u>7 Months</u>
2	4342	.95	1.82	8.28	+1.28
3	4495	1.72	2.35	6.12	- .88
4	4677	2.09	3.04	9.22	+2.22
5	4955	3.20	4.20	9.38	+2.38
6	4468	4.36	4.98	8.85	+1.85
7	3130	5.11	6.43	14.07	+7.07
8	2884	6.08	7.24	11.68	+4.68

With the exception of grade 3, all other grades showed significantly greater than the expected month for month growth. Changes in terms of standard deviation units ranged from approximately .4 (for grade 5) to 1.2 (for grade 7).

Educational significance. In a large city system where the focus is on the improvement of teacher skills, this program has demonstrated that pupil gains beyond those normally expected can be achieved for large numbers of children.